

**Meeting of Full Governing Body  
18<sup>th</sup> January 2021  
Virtual Meeting via Zoom  
4.15pm for 4.30pm start**

**MINUTES**

<b>Governors Present:</b>	Mick Baker, Lara Coleman, Jane Dickson, Alison Frost, Les Gunbie, Vanessa Hickey, Matt Hillier, Reg Hook, Dick Knight, Millie McDevitt (Chair), Jenny Poore, Bronagh Shevlin, Haydn Stride, Derek Swindells,
<b>Officers Present:</b>	Teresa Dee (Clerk)
<b>In Attendance:</b>	Richard Baker, Loretta Lloyd, Paul Watson

	<u>Agenda item</u>	<u>Action</u>
1	<p><b>Introduction</b></p> <p>a) <b>Welcome</b> The meeting was opened with a welcome. The appointments of Lara Colman as a Co-opted Governor and Bronagh Shevlin as a Staff Governor were confirmed. Lara Coleman introduced herself to the Governing Body advising that her focus would be on special educational needs and disability (SEND).</p> <p>b) <b>Apologies for Absence</b> Apologies for absence had been received from Rosie Reekie and for possible late arrival from Jenny Poore and Derek Swindells.</p> <p>c) <b>Declarations of Interest</b> There were no declarations in relation to the agenda. The latest declaration register was included within the meeting papers.</p>	
2	<p><b>Chair's Update</b> The Chair updated Governors on matters for attention.</p> <ul style="list-style-type: none"> <li>• Governors requested that thanks to all the staff be conveyed for everything that they were doing in really difficult circumstances.</li> <li>• COVID briefing meeting for Governors scheduled for the next day at 4.30pm with updates from the Local Authority. All governors invited to attend with access via BEEM logins.</li> </ul>	
3	<p><b>Last Meeting Dated 9<sup>th</sup> November 2020</b></p> <p>a) <b>Approval of Minutes</b> The Full Governing Body reviewed and approved seven pages of minutes from the meeting held on 9<sup>th</sup> November 2020.</p> <p>b) <b>Matters Arising Not Included Elsewhere on Agenda</b></p> <ul style="list-style-type: none"> <li>• Anti-racism working group - Les Gunbie and Millie McDevitt had expressed their interest in being part of the group. The big pieces of work around research involved students, this would need rethinking in light of the limitations placed on students attending school during lockdown.</li> <li>• Staff Survey Update - The unions had recently undertaken a staff survey in which staff had the opportunity to express their views. It was therefore felt</li> </ul>	

	<p>appropriate to delay the further survey that governors had planned until after the half term break.</p> <ul style="list-style-type: none"> <li>• Nominations Committee - The newly formed committee had met on two occasions, once to consider the committee remit and the type of individuals needed to strengthen the Governing Body and once to meet with a shortlisted prospective candidate who had subsequently been proposed for appointment as a Co-opted Governor. Further applications from prospective governors coming through.</li> <li>• Link Governors - Additional governor suggested to support with SEND along with a new link role of pupil wellbeing, behaviour and Junior Leadership Team link. At the last secondary chairs meeting, an external speaker working with the Local Authority had asked schools to consider having a careers link governor.</li> </ul> <p><b>ACTIONS - Governors to advise Clerk if interested in being support for SEND Link governor, Pupil wellbeing and behaviour or careers link.</b></p>	ALL
4	<p><b>Headteacher Report</b></p> <p>The Headteacher presented his report on an assumed read basis highlighting some of the key issues. Before this Governors received an update on the impact of the latest lock down on access to learning and the planned catch up programme.</p> <p><b>a) Impact of Lockdown</b></p> <ul style="list-style-type: none"> <li>• Around 100 students were currently attending school.</li> <li>• Since April 2020 the school had acquired 245 laptops for students with 224 coming from the Department of Education (DfE). 30 laptops to still allocate and 15 held back to replace any that require repair. The IT team had expressed concerns about the quality of the devices supplied by DfE. No student had needed to wait more than four days for a laptop to be allocated to them following a request. Application being made to the DfE for a further supply of laptops , though on this occasion it looked as if more detail of the individual student’s circumstances would be required to support the application.</li> <li>• For some families it was their availability of WIFI that was a barrier to accessing the learning network. The school was looking at the option of providing 4g routers.</li> </ul> <p><b>b) Catch Up Programme</b></p> <ul style="list-style-type: none"> <li>• The catch up support programme that the school team had invested a lot of time developing had mostly been put on hold following the latest lockdown. Consideration had been given to providing catch up tutoring online though due to concerns about extended screen time and the impact on wellbeing, teachers had expressed their preference to defer delivery of the catch programme until they were able to do it face to face with students back in school.</li> <li>• Some online courses would go ahead in a couple of weeks once students had become comfortable using Teams.</li> </ul> <p>4.50pm - Derek Swindells arrived at the meeting</p> <p><u>Questions and comments from Governors</u></p> <ul style="list-style-type: none"> <li>• The BBC had been promoting a lap top donation facility, are the school aware of any local laptop donation facilities?</li> <li>• Student access to online line learning was as much about connectivity as it was about equipment availability. Some families may also need support in setting up the equipment and accessing the various applications.</li> </ul>	

Responses to Governor comments and questions

- Not aware of any local donation facility for laptops, it is something that the fundraising team could look at. Firstly though IT team capacity to configure laptops of different makes and models would need to be checked. There was no pressure at the current time as the school still had a good level of stock.
- There were concerns about the 4g routers being provided from Local Authority stock as the capacity only enabled about two days of streaming, yet the school go live every day.

4.59- Loretta Lloyd left the meeting.

c) **Main Headteacher Report**

- The report had been written in December before the latest lockdown. Progress data for year 11 was looking positive and above zero.
- End of year gradings were likely to be based on a mixture of teacher assessment and either external or internal exercises potentially marked by exam boards.
- Students working hard from home spending five hours a day online. Accessing additional homework was difficult for them because of the amount of screen time required. Tutor time has been limited to provide more of a gap in the middle of the day.,
- The timetable for students in school was being mirrored so that staff were available to deliver lesson in school.
- Year 9 parents evening the following week following options evening. Videos had been pre-recorded for each option with a live questions and answer session.
- The decision to issue all teachers with a laptop at the start off the academic year had been a good one enabling all to continue delivering lessons remotely. All desktops had been set up for Teams access. The school broadband had also been upgraded to cope with the additional bandwidth.
- The pace of change had been extensive requiring adaptation and flexibility with Individuals finding their own way to use a blended approach to learning.
- Around 20 staff currently away from school in self isolation. There might come a tipping point of staff absence for the school to be able to continue operating.
- Planning as a leadership team was on the basis that the current lockdown situation would continue to Easter. Some bubbled rooms had been set up for the different year groups, so that if staff are off school the students could access their teams lessons on computers in the rooms. The bubble rooms would be used where there were more than around ten students to each teacher. Currently ratios face to face were about six students to one teacher.
- Curriculum walks would not go ahead in spring term as planned. An alternative for appraisal and professional development through a programme (Blue Sky Education) was being considered.
- Former student appointed to lead on reading intervention. Reading tests had been used at start of the academic year for the new year 7 to enable the school to have a baseline assessment. Staff were to be trained on the next inset day to interpret the data and understand what the reading schools meant so that they could plan interventions appropriately.
- Student attendance above national and local authority levels. Staff absence was below the threshold which the DfE had set for money to be claimed back.

Comments and questions from Governors

- An hour of pre-recorded lessons can take a day to set so may not be appropriate to ask staff to do that.

- When using Oak Academy students can turn off the captions if not needed for accessibility purposes this helps avoid cognitive and sensory overload from the same information being presented audibly and visually.
- Concerns about stress on both teachers and students on having to work in a different way with new technologies.
- Good feedback had been received from parents , were students feeding back to their tutors on how they were finding things?
- When talking about staff we seem to suggest that it is just teachers, there are other staff as well, caretaking, canteen for example. How did the leadership ensure that the care packages also applied to them?
- Was there any pattern emerging about the types of children being excluded?
- It had been noted that the Pavilion and Downs Teaching School (PDTs) was to be disbanded. How would staff CPD and subject mentor support be maintained without the teaching school structure in place?

Response to Governor comments and questions

- Middle leaders had been working with supporting their teams. By having teachers in school they can support each other and share best practices for delivery. There were some anxious members of staff , more in relation to Covid risk. These individuals were able to work from home.
- Vulnerable students had been contacted by phone to ensure that all those that needed to be in school were. Those struggling with access to technology remotely were being brought back into school to support them with their learning. An evaluation of feedback from students of how things were going for them would be completed after half term.

**ACTION - Circulate summary of feedback received from parents to Governors.**

- Some support staff who were clinically vulnerable were working from home , they were being checked in on regularly. A core body of canteen staff in with other furloughed. The same package of wellbeing applied to all staff including access to the CAHMS worker for a day and a half a week. All staff are on school email and receive the regular information, they are also invited to the Monday morning briefings.
- There had been a greater representation of students with SEMH needs within the fixed term exclusions, the data was affected by the repeat nature of some of those students. This was flagged up with the inclusion coordinator with each case looked at individually resulting in some slight changes though the majority of behaviours were not linked to need. Behaviour for learning and lessons was good at the school.
- All teaching schools were moving to a Hub model with the nearest in Horsham. The final tranche of funding for the PDTs had been received and used for PiXL. There was a wish to keep the subject network meetings. The Headteachers had not had the opportunity to discuss replacement arrangements in any great depth.

**d) Special Educational Needs and Disability (SEND) Update**

- Numbers of students with SEND had increased again, 44 with an education and health care plan (EHCP). Latest information was that the school would need to plan for a further 10 SEND students out of an original potential 16 from September 2021. Parental choice was driving the increase.
- Increased numbers of SEND students brought more challenge for the school team due to the type of provision necessary.
- Reading assessment was completed slightly differently using online assessment tools, though paper based versions were available as well. Specialist literacy teacher delivering a session to staff on how to use data to inform and support the learning in the

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classroom. Additional literacy tutor engaged as part of the catch up programme. Interventions with groups of four students at a time were scheduled to begin after the Christmas break then lockdown happened. A system of virtual breakout support rooms was devised for delivering reading interventions, currently around 12 students with dyslexia, mainly from year 7.

- Looking at how the school could best support ASC students and those with particular social, emotional and mental health needs through an online infrastructure.
- Delivery of online intervention was quite a different experience to that when actually physical in the space.
- Some challenges within the SEND staff team in terms of absences (maternity) of people with specific roles.
- Out of the 44 students with EHCPs around half were attending school. Their provision was identical to those accessing remotely with the addition of support from a teaching assistant.
- If a child that was normally supported in school was learning remotely they were being invited into school for some face to face contact time and intervention with a teaching assistant or learning mentor for emotional support.
- An additional school counsellor available for one day in school and for one day remote support paid for through additional funding received.
- Alternative curriculum running in school on half days with students accessing both face to face and teams learning.
- Learning mentors rotating through the department on a daily basis with two in school and the other four working remotely. Both staff and students comfortable with Teams enabling much of the provision to continue.

#### Questions and comments from Governors

- Experience of pastoral support is that it is excellent at the school and the best example of good practice.
- How are students with a sensory needs being supported?
- Had the school engaged with research on how literacy is different on screen compared to paper and that in general there would be a lower comprehension if students were reading on screen. Was anything being done to provide paper assessments more widely?
- Pleased to see that some students participating in YMCA projects regards mental health and wellbeing.

#### Response to Governors' comments and questions

- There were many children who find school difficult to thrive in due to all the sensory inputs that they have. For many lockdown provided a moment of calm and that learning from home was enjoyable allowing them to focus on what was needed and not have to worry about the hustle and bustle of a busy school. With less students in school more quiet spaces were available. New social media facility being provided via the Local Authority for children who find school difficult and whose attendance suffers. Difficult to reflect on additional things that could be done from a sensory perspective with so much of the learning being remote.
- The majority of assessments that take place in school are on paper. It was the first time that the reading tests had been online. When learning remotely it was difficult to move away from paper based assessment and many families would not have access to a printer. The challenge was acknowledged, the school would try and work through it.
- The YMCA dialogue on mental health champions was continuing remotely with the focus for the project to be shared with students and staff in assemblies. There was a student body from year 7 to year 10 who were mental health champions leading on the project.

	<p>5.43pm - Paul Watson left the meeting</p> <p><b>e) Confidential Item</b> The Headteacher at this point introduced a discussion point that has been recorded on additional confidential minutes.</p> <p>6.09pm - Richard Baker left the meeting.</p>	
<b>5</b>	<p><b>School Development Priorities - Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic Vision</b> Discussion recorded on supplementary confidential minutes.</li> </ul> <p>6.55pm - Break in meeting 7pm - Meeting reconvened - in the break Jenny Poore, Vanessa Hickey and Haydn Stride left the meeting. The Clerk confirmed that the meeting was still quorate.</p>	
<b>6</b>	<p><b>Business Manager and Business Group Report</b> The Business Group lead reported on business conducted by the group at its meeting on 14<sup>th</sup> January.</p> <ul style="list-style-type: none"> <li>• The budget monitoring spreadsheet to month 7 with a projected small surplus had been included within the meeting papers.</li> <li>• Governors were alerted to the potential financial risks posed by school trips where deposits had been paid with further payments due.</li> </ul> <p><b>a) Scheme of Delegation</b> The scheme of delegation had been updated with one minor amendment, it was proposed for approval.</p> <p><b>AGREEMENT - The Full Governing Body approved the scheme of delegation as presented.</b></p> <p><b>b) Schools Financial Value Standard (SFVS)</b> The annual SFVS return was proposed for approval and submission to the Local Authority by 31<sup>st</sup> January 2021.</p> <p><b>AGREEMENT - The Full Governing Body approved the SFVS return as presented</b></p>	
<b>7</b>	<p><b>Reports and Recommendations from Governors</b> No further reports or recommendations from Governors</p>	
<b>8</b>	<p><b>Policies and Other Documents for Approval</b> Three policies were presented and proposed for approval.</p> <p><b>AGREEMENT - The Full Governing Body approved the following policies subject to a minor amendment to 8a.</b></p> <ul style="list-style-type: none"> <li>a) <b>Supporting Students with Medical Conditions</b></li> <li>b) <b>Data Protection Policy</b></li> <li>c) <b>Career Education, Information Advice and Guidance Policy Statement</b></li> </ul>	
<b>9</b>	<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>a) <b>School Information on the Website</b> The Headteacher confirmed that an audit of the website had been completed and that it met the statutory requirements for what the school was required to publish online.</li> </ul>	

10	<p><b>Any Other Business</b></p> <p><b>a) Climate Emergency</b> Online question time for secondary schools with the three city MPs arranged for 12<sup>th</sup> February between 11am and 12 noon.</p> <p>Meeting ended at 7.30pm Date of next meeting - 8<sup>th</sup> March 2021</p>	
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